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AN INDEPENDENT OCCUPATIONAL SURVEY

OF LOCAL COMMUNITY  
(TITLE)

BY

Loy Morris Simcox  
Bachelor of Science  
Eastern Illinois University 1959

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

Education 592

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1963  
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

7-22-63

DATE

ADVISER

DATE

DEPARTMENT HEAD

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The writer feels that the greatest debt of thanks should go to those businessmen and graduates who completed and returned the questionnaires.

## CHAPTER I

### INTRODUCTION

As society becomes more complex and its institutions grow and change their nature and curriculum, students increasingly find themselves confused and in need of assistance in utilizing their talents to the fullest and opportunities in finding an occupation.

As early as 1908 the late Frank Parsons organized the Vocation Bureau in Boston, and began to give advice to the young people who came to Civic Service House for preparation in their vocations. Private social agencies began to promote the idea and soon school systems of several larger cities established departments of "Vocational Guidance". The National Vocational Guidance Association was formed in 1912. A fundamental change in point of view prompted a revision by the Association to define Vocational Guidance as the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. This definition was in contrast to the earlier statement of giving him information, experience and advice.

Whereas the primary contribution of vocational guidance in high school provides a background of information about occupational opportunities, the process is complex as the individual often changes his ideas, attitudes, and interests as he matures in a rapidly changing world of work.

Hoppock states:

Many high school and college students have only vague and limited knowledge of the employment opportunities which they may expect to find when they are ready to look for a job. Their concepts of beginning jobs are reflected in the popular caricatures of the college graduate who wants to start as an executive.<sup>1</sup>

With these limitations in mind, and the fact, "The latest statistics show a bothersome rise of 124,000 in joblessness among men over nineteen it is of great concern not only for high school graduates but for the nation as well." In addition, Time states, "The most disturbing figure is the number of unemployed teenagers-up 103,000 to 812,000 or 15.6 percent of their group."<sup>2</sup> "In the full outlook on unemployment, 4.9 million people are jobless; on a seasonally adjusted bases, 6.1 percent of the labor force is unemployed. At least one in every five persons in the United States labor force, what's more, will be unemployed at some time this year, (1963)".<sup>3</sup>

The week of March 15, 1963, President Kennedy, in his first annual manpower report to Congress warned that if present tendencies continued, total unemployment will hit 7% by 1967. The report noted a continuing failure to find enough jobs for young people. Since 1947, U. S. employment has risen only 17%, while the work force has climbed 21%. In the 1960's workers under 25 will account for

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<sup>1</sup>Robert Hoppock, Occupational Information: Where to Get and How to Use It in Counseling and Teaching (New York, Toronto, London: McGraw-Hill Book Company, Inc., 1957), p. 202.

<sup>2</sup>"Young Jobless," Time, March 15, 1963, p. 91.

<sup>3</sup>"Unemployment in America," Newsweek, April 1, 1963, p. 60.

twenty-six million new arrivals in the labor market--"A far greater number", says the President's report, "than the country has ever had to educate, train, and absorb into employment in any previous ten year period". Some 7.5 million of them will not have finished high school and will be seeking unskilled jobs at a time when the number of jobs for the unskilled is steadily declining. Without a sudden spurt of economic growth or a determined effort to upgrade the skills of its youth, the U. S. may well find that when the new wave of young people begin to reach working age in huge numbers in 1965, many of them will be unemployed.<sup>4</sup>

The problem of unemployment was an issue in the past presidential campaign. This problem is still a long way from being solved. Although not all unemployment can be blamed on lack of adequate vocational guidance in high school, a better informed graduate would help upgrade the skills of youth to meet the many job opportunities which are available. Secretary of Labor Wirtz states:

Despite high unemployment, jobs for this years college graduates will be more numerous than last year. He urges young people to enhance their earning power by taking advanced degrees. He further added, "You are graduating at a time when the need for your talent, your ability, and service is greater than ever!"<sup>5</sup>

With these facts and figures in mind it's quite apparent for

<sup>4</sup>Time, p. 9.

<sup>5</sup>W. W. Wirtz, "For the Class of 63, Job Outlook Now," U. S. News, April 29, 1963, p. 74.



the need of all schools to provide adequate and more thorough vocational guidance. However, guidance should not stop here and a follow-up study of graduates should be a pre-requisite in the process of preparing them for satisfactory jobs in the future.

"The major purpose of the follow-up study is to give the students a more realistic picture of their future by helping them find out what has happened to those who have preceded them."<sup>6</sup>

"Business and industrial firms are continually studying their products to determine how well those products meet demands. Schools, too, are coming to recognize the need to study their products-former students-in an effort better to prepare present and future students to meet demands with which they will be confronted after they have completed their formal education."<sup>7</sup>

It is with mutual alarm, shared with others all over the nation, concerning unemployment, that the writer of this paper made an occupational survey to try to evaluate what effects the present school program has had in meeting the needs of the individual and the community.

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<sup>6</sup>Hoppock, p. 202.

<sup>7</sup>G. Weaver and W. Bear, "Follow-up Survey of High School Graduates", National Association Secondary School Principals Bulletin, February 1960, p. 69.

### Statement of the Problem

The problem is a search to determine how the Altamont Community Unit School can coordinate its program with the expressed needs of the graduate and of the community. This survey will investigate the criteria for employment in the community, as found by the survey method. It will also investigate the ability of the high school curriculum to meet these criteria.

This survey attempted to answer the following questions:

- A. To what extent has the Altamont High School helped prepare its students for their occupations?
- B. How could the school better prepare its students?
- C. What are the opportunities for employment in the community and what are the job qualifications?
- D. How many of the school's graduates are increasing their education?
- E. What courses are the most and least beneficial to graduates?

### Purpose of the Study

This survey is undertaken to evaluate the school program and to gather materials to use in improving the program in its preparation of future adults for the community as well as the United States labor force. The fact that 64% of Altamont's graduates are not going to college points out the need for a strong secondary-school program of terminal nature.

Reasons for this survey are to determine to what extent the school is meeting the actual needs of its students, to determine to what extent the school is meeting the actual needs of the community, and to determine how the school can better meet the needs of its students and the community, as well as the nation it serves.

It is hoped that on the basis of the findings of this survey and from a brief study of what other schools are doing along these lines it will be possible to formulate some plan to provide the necessary education and vocational guidance needed by the Altamont High School graduates.

In this period when the school is taking a much greater part in formulating the thinking of its young people, it is possible the school through better education and guidance may do a great deal to alleviate the nation's problem of unemployment.

### Limitations of the Survey

The survey will be limited by the number of questionnaires not returned. Two-hundred-fifteen questionnaires were sent to graduates and one-hundred-thirty were returned. This is 60% of the total sent.

The area in which the survey was made also limited the survey. It was interesting to note that of the 130 people answering, 110 were located in Illinois. It was also interesting in that 64% of the graduates answering the questionnaires lived within fifty-five miles of Altamont. This limited the study to people with a background in farming and small manufacturing who had remained in this same type of occupational environment.

The lack of related studies of this exact nature limits the problem and findings somewhat.

A final limitation is the questionnaire method. It is felt that more accurate information in a larger quantity could have been obtained by the personal interview method. Time and money ruled out this method and the questionnaire was used.

## Procedures and Treatment of Data

First the plan for the survey was developed under the guidance and supervision of Mr. Clyde Jenkins, Altamont Community School superintendent. A list of graduates and their addresses was compiled from permanent records and the help of the school secretary and students.

A copy of the questionnaire, developed for this survey, accompanied by an introductory letter signed by Mr. Jenkins and the writer of this paper, and a stamped return envelope were mailed to each graduate whose address was known. The results were then compiled and summarized in this report.

A separate questionnaire was used to survey personally 40 businessmen in the Altamont community. The list of businessmen was compiled from the telephone directory. A return was obtained from each business establishment contacted because it was done personally. A whole day was used to contact as many as seven businessmen successfully. Finding the businessman at his establishment when he had a few minutes to talk was a big problem. Once the discussion was begun it was a problem to end it. Regardless of how busy a businessman was, he was very pleased to know the school was doing something to improve itself. The compiled returns and summaries of the businessman's survey are also included in this paper.

The materials gathered in this survey will be kept in the permanent school files to enable studies beyond the extent of

this paper. Much more valuable information can be gained from these surveys when time permits.

The materials are condensed and presented in tabular form or discussed to enable easy interpretation and further study.

The materials are finally analyzed to determine possible changes which the school can make in better preparing its students for the future.

### Sources of Data

As stated in the limitations of the study, the available amount of data of the exact nature to use in this study was very small. The data used was secured primarily from three main sources.

The first source was the businessmen of the community. Questionnaires were personally delivered to 40 businessmen, and the returns from these questionnaires were used as a source of data.

The next and possibly the most important source was the graduates. Questionnaires were returned by one hundred thirty graduates, and the returns from these questionnaires served as the main source of data for the problem.

The final source of data was periodicals, bulletins, and source books which dealt with the subject of follow-up studies. They were used to supplant the information received from the questionnaires. The questionnaires are enclosed in appendices I and III and a list of other sources is found in the bibliography.

## CHAPTER II

### RESULTS OF THE BUSINESS ESTABLISHMENT QUESTIONNAIRE

The following tables show the results of the business establishment survey. A brief summary follows each table.

TABLE I  
WAYS FORTY BUSINESSES FOUND  
GRADUATES WELL PREPARED

Times Mentioned	Ways Well Prepared
Academic	
1 . . . . .	Spelling
4 . . . . .	Commercial areas
1 . . . . .	Electrical work
Personality	
10 . . . . .	Meeting public
2 . . . . .	Well-rounded background
General	
10 . . . . .	Good general background
4 . . . . .	Willingness to learn and adapt
1 . . . . .	Conscientious as a whole
1 . . . . .	Give attention to detail
1 . . . . .	Recent graduates well prepared

Comments were few because often the older employees had not gone to high school or had gone elsewhere than to Altamont High School. It was also difficult to pin point any one thing and say in general graduates are good at this or that. The most often mentioned replies were that community graduates had good general background and were good at meeting the public. The other most mentioned reply was that graduates had a willingness to learn and



adapt. There was differing opinion as to how good the school's graduates were in salesmanship after they met the public. It appears that opinion varies according to the type of person hired.

TABLE 2

WAYS FORTY BUSINESSES FOUND  
GRADUATES COULD BE BETTER PREPARED

Times Mentioned	Ways Could be Better Prepared
<b>Mathematics</b>	
10 . . . . .	More mathematics in general
<b>General Business</b>	
9 . . . . .	More training in salesmanship
1 . . . . .	Keeping check books
<b>English</b>	
10 . . . . .	More general English
3 . . . . .	Proper sentence construction
<b>Science</b>	
1 . . . . .	More chemistry
<b>Commercial</b>	
1 . . . . .	How to check out a cash register
1 . . . . .	More bookkeeping
<b>Civics</b>	
1 . . . . .	More civics
<b>Modern Problems</b>	
1 . . . . .	More on money management
<b>Home Economics</b>	
1 . . . . .	More on preparation of short orders
1 . . . . .	More on preparing food attractively
<b>Shop (Ind. Arts &amp; Voc. Ag.)</b>	
2 . . . . .	More on car mechanics
1 . . . . .	More on motors
1 . . . . .	More on electric motors
1 . . . . .	More on implements

The concentration of suggestions for improvement tended to be on arithmetic, general English, salesmanship, and mechanical work in the subject matter field. In the area of mathematics, several businessmen stated, "Graduates, in general, have trouble finding the

price of two or five articles if the article sells three for forty seven cents". Spelling was the biggest cry, of the businessmen, in the area of English, with sentence construction ranking second.

Salesmanship seems to be one of the qualities most seriously in need of improvement. Nine of the forty businesses indicated a weakness in this area. While speaking to the businessmen, while making this survey, much interest was found in the possibilities of offering a Distributive Education and a Diversified Occupations program to help alleviate this problem.

TABLE 3  
CHANGE OF EMPLOYMENT

No. of Businesses	Plans
1 . . . . .	Going into a Larger Store
2 . . . . .	Employ more as Business Picks Up
2 . . . . .	Gradual Expansion
3 . . . . .	Minor Expansion
32 . . . . .	No Change

The general employment situation is stable. While no major growth is expected, eight businesses plan some expansion. Of these, one has expanded during the writing of this paper. The other business establishment expansions will depend upon business conditions improving.

TABLE 4  
JOB OPPORTUNITIES IN COMMUNITY

Companies Visited and Positions	Education Requirements	Special Training Beyond H.S	Prefer Experrence in Position	Sex	Minimum Age Hired	Range in Wages
Implement Dealers (4 companies- 25-30 employees)						
Mechanic	Pref. h.s.	On job	Yes	M	18-20	\$50-85/wk.
Parts Man	Pref. h.s.	On job	Yes	M	18-20	50-85
Assembly Man	Pref. h.s.	On job	Yes	M	18-20	50-85
Appliance						
Service Man	Pref. h.s.	On job	Yes	M	18-20	50-85
Sales Clerk	Pref. h.s.	None	Yes	M-F	18-20	35-80
Salesman	Pref. h.s.	On job	Yes	M	18-20	50-85
Bookkeeper	Req. h.s.	None	Yes	M-F	18	35-75
Auto Dealers (2 companies- 20 employees)						
Salesman	Req. h.s.	Little req.	Yes	M	18-25	40-100 comm.
Parts Man	Req. h.s.	Req.&on job	Yes	M	18-25	35-100
Bookkeeper	Req. h.s.	On job	Yes	M	18-25	35-100
Mechanic	Req. h.s.	Req.&on job	Yes	M	21	65-100 & up
Service Man	Req. h.s.	Req.&on job	Yes	M	18-21	40- 90
Body Man	Req. h.s.	Req.&on job	Yes	M	21	45-100

TABLE 4-Continued

Paint Store-1  
(1 and part-time)

Painter & Paper Hanger	Req. h.s.	On job	Yes	M	20	\$1.65/hr.& up
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City Power & St.  
(15-20 employees)

Sewer Foreman	Req. h.s.	On job	Yes	M	25	65/wk
Electrician	Req. h.s.	On job	Yes	M	25	83
City Clerk	Req. h.s.	On job	Yes	M	25	74
Operators	Req. h.s.	On job	Yes	M	30	70-75
Asst.Supt.	Req. h.s.	On job	Yes	M	25	65
Cemetery Sexton	Req. h.s.	On job	Yes	M	21	65
St. Foreman	Req. h.s.	On job	Yes	M	21	75
Helpers	Pref. h.s.	On job	No	M	18	50-60
Chief Police	Pref. h.s.	On job	Yes	M	30	75
Supt.	Req. h.s.	On job	Yes	M	35-40	95-100

Clothing Store-2  
(4 employees)

Sales Clerk	Req. h.s.	On job	Yes	M-F	21	75-100
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Mfg. Co.-1  
(73 employees)

Sew. Machine	Pref. h.s.	On job	Yes	F	18	46 plus piece
Pressers	Pref. h.s.	On job	Yes	F	18	46 " "
Bushelers	Pref. h.s.	On job	Yes	M	18	46 " "
Inspector	Req. h.s.	On job	Yes	M	21	46 " "
Layout&Cutter	Pref. h.s.	On job	Yes	M-F	21	46 " "
Foreman	Req. h.s.	On job	Yes	M	25	60 " "

TABLE 4-Continued

Companies Visited and Positions	Education Requirements	Special Training Beyond H.S.	Prefer Experience in Position	Sex	Minimum Age Hired	Range in Wages
Service Stations (3 companies- 12 employees)						
Mechanic	Pref. h.s.	Req.	Yes	M	18	\$1.25-1.75/hr.
Wash Boy	Pref. h.s.	On job	Yes	M	16-18	1.00
Service	Pref. h.s.	On job	Yes	M	18	1.00-1.50
Minor Repair	Pref. h.s.	On job	Yes	M	18	1.00-2.50
Restaurants-3 (15-20 employees)						
Waitress	Pref. h.s.	On job	No	F	16-18	.57-1.00 meals
Cook	No req.	On job	Yes	F	20-30	35-50/wk. meals
Comm. Unit School (50 employees)						
Teachers	College	Req.	Yes	M-F	20	4000-6500/yr.
Secretary	Req. h.s.	Req.	Yes	F	18	150-250/mo.
Janitor	Pref. h.s.	Req.	Yes	M	18	400/mo.
Bus Driver	Pref. h.s.	Req.&on job	Yes	M	21	150/mo.
Bus Maint.	Pref. h.s.	Req.	Yes	M	30	325/mo.
Cook	Pref. h.s.	Req.	Yes	F	25	7-9/day meal
Unit Treasurer	Req. h.s.	Req.	Yes	M-F	25	250/yr.
Newspaper-1	All jobs require training beyond h.s.					

TABLE 4-Continued

Bank-1  
(10 employees)

Bookkeeper	Req. h.s.	On job	Yes	M-F	18	\$184-300/mo. 300-450
Teller	Req. h.s.	On job	Yes	M-F	18	

Drilling Co.-1  
(15-20 employees)

Drillers	Pref. h.s.	On job	Yes	M	18	2.50/hr. 2.00
Tool Dressers	Pref. h.s.	On job	No	M	18	

Plumbing&Heating  
(4 employees)

Gen. Work	Req. h.s.	On job	Yes	M	18	65-80/wk.
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Feed & Grain-1  
(12 employees)

Bookkeeper	Pref. h.s.	On job	Yes	M-F	18	70/wk.
Elevator Men	Pref. h.s.	On job	Yes	M	21	70-80
Mill Men	Pref. h.s.	On job	Yes	M	21	70-80
Sales	Pref. h.s.	On job	Yes	M	21	70-80
Laborers	Pref. h.s.	On job	No	M	16	60-70
Supervisory	Pref. h.s.	On job	Yes	M	25	75-100

Furniture&Funeral  
Home(3 employees)

General	Pref. h.s.	None	Yes	M	20	10-15/day
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## Trucker-1

Truck Driver	Req. h.s.	Req.	Yes	M	20	60-100/mo. meal
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TABLE 4-Continued

Companies Visited and Positions	Education Requirements	Special Training Beyond H.S.	Prefer Experience in Position	Sex	Minimum Age Hired	Range in Wages
Western Auto-1 (3 employees)						
Sales	Req. h.s.	On job	Yes	M-F	18	\$45-65/wk.
Bakery-1 (11 employees)						
Baker	Req. h.s.	On job	No	M	21	99-115/wk.
Bread Salesman	Req. h.s.	On job	Yes	M	21	95-125
Counter Girl	Pref. h.s.	On job	Yes	F	18	50-55
Bread Wrapper	Req. h.s.	On job	Yes	M	21	75-80
Roll Wrapper	Req. h.s.	On job	Yes	M-F	18	50-55
Pan Boy	Pref. h.s.	None	No	M	16	1.25/hr.
Groceries&Locker (2 companies- 16-18 employees)						
Meat Cutter	Pref. h.s.	On job	No	M	18	60-100/wk.
Wrapper	No req.	On job	No	M-F	30	1.00-1.35/hr.
Checker	Req. h.s.	On job	Yes	M-F	18	1.00-1.40
Butcher	Req. h.s.	On job	Yes	M	18	75-125/wk.
Telephone Co. (21 employees)						
Clerks	Req. h.s.	On job	Yes	F	18	275-280/mo.
	Other positions offered require further education					390-475

It would seem that the better the job, the more education an applicant must have. In cases, such as the oil field, where good wages are paid to persons with a minimum of education, the working conditions may be considered undesirable by many people.

The large majority of businesses have a training program of their own. This training is not of the type which the high school can ever duplicate. The only graduates who can expect to go to work without going through additional training programs are those taking common labor jobs and some who take jobs using commercial training. Even these can expect to get day-to-day on-the-job training.

The only places where similar experiences were handicaps were in the jobs of waitresses, bakers, meat cutters and wrappers. Here each employer seems to have his own methods of doing things and does not care to tolerate habits which he does not approve. The employer prefers you know his way.

A small variety of jobs are available to females. They are teaching, secretarial duties, bookkeeping, banking, food service, clerking, and domestic duties.

Only a few jobs, such as waitresses, service station wash boys, and common laborers, are open to persons 16 years of age. The minimum employment age of 16 seems to be fairly well adhered to. Many of the better jobs require a beginning age of 20 to 21.

Wages were difficult to compare because some jobs are on an hourly basis, others on the weekly basis, and still others on the

monthly basis. The working hours in the day and week vary as well as the pay for over-time, commissions, and piece work.

When one of Altamont's graduates applies for a job, his employers are going to consider carefully such things as his education, experience, special training, over-all abilities, and age. In addition, the businessman will also consider the following qualifications: 1) neat in appearance, work, and health habits, 2) dependable, 3) honest, 4) willing to learn and to work to better himself and his employer, 5) able to get along and work with others, and 6) well mannered and courteous with a pleasing personality.

### CHAPTER III

#### RESULTS OF THE GRADUATE QUESTIONNAIRE

The following tables show certain findings of the graduate survey.

TABLE 5  
CLASS RANK GROUPINGS OF THOSE RETURNING SURVEYS

Year	No. in Class	No. Returned	Top 1/3	Top 1/2	Top 2/3	Bottom 1/3
1962	44	37	20	24	31	6
1961	42	25	12	19	21	4
1960	54	22	8	14	17	5
1959	39	26	11	13	19	7
1958	57	20	7	14	17	3
	Totals	130	58	84	105	25

Eighty four percent of the graduates who returned surveys ranked in the upper two-thirds of their class. Graduates in the upper third of their class accounted for 45% of the returned surveys.

Of the 60% of the surveys returned, 47% were returned by males and 53% by females.

TABLE 6  
COMPARISON OF HIGH SCHOOL PLANS AND ACTUAL JOBS HELD

Year Grad- uated	Had no Plans	Prepared for or entered 1st Job Planned		Now have or Pre- paring for 1st Job Planned		Have same Plans for 5-10 Years as when Grad.		When Decided on Present Plans				
		Yes	No	Yes	No	Yes	No	Bef. GS	GS	HS	Aft. HS	No Ans.
Males												
1958	1	5	5	7	3	6	4	1	1	2	7	0
1959	4	5	4	4	5	6	3	0	1	3	8	1
1960	2	5	4	6	3	5	4	0	0	3	7	1
Subtotal	7	15	13	17	11	17	11	1	2	8	22	2
1961	0	8	4	9	3	8 <sup>a</sup>	4	1	1	7	3	0
1962	2	9	3	9	3	11 <sup>a</sup>	3	0	0	9	4	1
Subtotal	2	17	7	18	6	19	7	1	1	16	7	1
Gr. total	9	32	20	35	17	35	18	2	3	24	29	3
Females												
1958	2	4	3	3	4	3	4	1	0	1	3	4
1959	2	7	3	5	5	5	5	0	3	0	3	6
1960	1	7	3	7	3	5	5	1	1	4	2	3
Subtotal	5	18	9	15	12	13	14	2	4	5	8	13

TABLE 6-Continued

1961	0	12	1	13	0	11	2	0	1	10	1	1
1962	1	16	6	16	6	16 <sup>a</sup>	7	1	2	14	5	1
Subtotal	1	28	7	29	6	27	9	1	3	24	6	2
Gr. total	6	46	16	44	18	40	23	3	7	29	14	15

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<sup>a</sup>Undecided (One person)

Several of the females did not answer the question as to when they decided to enter the occupation they plan to be in 5 to 10 years from now. Most of these tended to be housewives. One answered, "One clear moonlight night". Maybe the others didn't care to tell!

The difference of opinion between those graduated within the last two years and those that graduated from three to five years ago is interesting. Seventy-one percent of the recent male graduates said they either entered the job they planned at graduation or are preparing to enter this job. Fifty-four percent of the older male graduates entered the job they planned upon graduation. Either the school is doing a better job of guidance now than it has in the past, or the recent graduates are delusioned.

The same story is true if one compares at what time graduates decided what they hoped to be doing 5 to 10 years from now. Of the older males, 31% said they had decided before high school graduation, compared to 69% of the recent males.

Females follow a slightly different pattern. Sixty-six percent of the older graduates, compared to slightly over half of the older males, said they actually entered or prepared for the first job they planned. The younger female's replies of 80% compared to 71% of the younger males.

Thirty-four percent of the older female graduates said they had decided as early as before graduation. Eighty-eight percent of the recent female graduates, also, said they decided this soon.

TABLE 7  
SCHOOLING BEYOND HIGH SCHOOL

Year Grad.	Males				Females		
	None	Misc.	Mil.	College	None	Misc.	College
1962	7	0	1	6	11	5	7
1961	5	0	1	6	9	1	3
1960	6	0	0	5	7	1	3
1959	6	0	2	5	7	1	5
1958	3	1	3	4	6	0	3
Total	27	1	7	26	40	8	21

This table indicates 21% of the males, compared to 31% of the females had no further education beyond high school.

Forty-three percent of the males, in the community, compared to 30% of the females attended college. When taking into consideration trade schools and nursing, the males continue to further their education more than females, with 45%, compared to 42% of the females. Thirty-six percent of Altamont's graduates continuing their education is in sharp contrast with that of nearly one of every two graduates attending college out of 1,675,000 students in the United States, as found by the Department of Labor.<sup>8</sup>

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<sup>8</sup>"Studies of High School Graduates, Summary," NEA Research Bulletin, XL (May, 1962), 42.



TABLE 8  
JOBS HELD BY GRADUATES

Jobs	No. Held
Clerical .....	20
Farming .....	12
Housewife .....	16
Nursing .....	3
Merchandising .....	1
Service .....	6
Truck Driving .....	4
Teaching .....	2
Sales Clerk .....	4
Waitress .....	1
Beauty Operator .....	1
Shell Oil Co. ....	1
Oil Field .....	1
Service Station .....	1
Instrument Technician.....	1
Flight Engineer .....	1
Mechanic .....	2
Factory .....	4

Sixty-four percent of the graduates had jobs. Full time housewives, not working out side the home, accounted for 20% of this group. Clerical type jobs accounted for the largest job position held with 24%. If this area continues to rank high in jobs held, this may necessitate a need for the school to investigate its clerical curriculum to determine if changes should be made to better meet the needs of the student. Farming was the third highest job area with 15%. This finding was not too alarming considering the fact Altamont is primarily a farming community. In a survey, carried out by the Vocational Agricultural Department Advisory Council for seven years, it was found that the Altamont school district has 10 new farmers a year. This indicates a possible need for more emphasis in this area. Thirty-five percent of the females were full time

homemakers. Sales type occupations accounted for almost 5% of the jobs held.

TABLE 9

REPLIES FROM QUESTIONNAIRE ON HIGH SCHOOL COURSES  
CONSIDERED MOST, FAIRLY, AND LEAST BENEFICIAL

Subject	Most		Fairly		Least	
	Male	Female	Male	Female	Male	Female
English	13	15	7	9	0	5
Mathematics	12	12	5	15	7	6
Science	12	9	7	12	6	11
History	6	7	11	12	6	19
Language	9	13	7	7	6	12
Shop Work	11	--	6	--	8	--
Commercial	0	14	6	12	10	0
Typing	5	15	10	14	6	0
Art	0	6	5	5	10	13
Music	0	9	7	9	9	12
Physical Ed.	9	7	9	12	6	14
Hygiene	0	10	7	10	9	7
Geography	0	0	7	9	9	14
Social Activities	6	18	11	15	6	8
Extra Curr. Activities	8	9	9	16	0	7
Agriculture	10	--	2	--	0	--
Home Economics	--	15	--	10	--	8

Several factors should be taken into consideration while examining the figures of this table. In answer to the question, "What parts of your high school training do you consider to have been most, fairly, and least beneficial", several graduates left it blank or partially completed. Although English, mathematics, science, and history were ranked high by graduates, as being the most beneficial, one must take into consideration these are required courses taken by all high school students. These same

courses, in addition to language, are all courses required by college students. This may have some bearing on the high significance placed on these particular courses. It should also be pointed out that graduate response may vary in accordance to interests at the time of filling out the questionnaire. The high significance placed on commercial, typing, and home economic courses, by females in the Altamont school, may be due to the interest shown in clerical work and homemaking, found in this survey.

Courses, of voluntary enrollment, which students indicate most beneficial, would appear to be more significant. Keeping this in mind, agriculture and shop work rank well as a most beneficial course for males. This follows well with the Altamont farm community. Typing was a course considered helpful by both sexes. Art was considered the least beneficial by both sexes.

TABLE 10  
PERCENTAGE OF PREPARATION  
OF GRADUATES FOR FIELD ENTERED

	Well Prepared	Reasonably Prepared	Not Prepared
Males	17	19	3
Females	17	33	10

Both sexes modestly admitted they were reasonably prepared for what they did or are doing after graduation. The majority of the graduates were not well prepared. This appears to indicate a definite need for more and better guidance.

The remainder of the questions, pertaining to guidance, were unsuited for tabulation. The first such question was, "What suggestions do you have to help future graduates prepare for their occupation". The largest percentage of graduates advised present students to determine their plans early and choose courses in preparation for their chosen field. The same percentage advised taking education seriously. The next important suggestion was that vocational guidance be given to each student throughout high school. A small percent answered that all future graduates further their education by going to college or trade school.

The next questions of importance are, "How much help did you receive, from the school, in deciding on an occupation?", and "Suggestions for improvement". Most respondents stated they received no help, with the exception of a few who received personal guidance from individual teachers. One girl replied she received inspiration from the school secretary. In this small, limited community, 70% acknowledged a great need for vocational guidance throughout high school.

All those who answered the questions, "How much help did you receive from the school in either finding a job or in deciding on a school or college for further education or training?", and "Suggestions for improvement", again in majority stated they had little or no help! Unanimously, answers showed a desire for future graduates to receive more vocational guidance and continued follow-up aid in establishing their careers.

Many schools are becoming conscious of **the** urgent need for continued follow-up studies to meet the occupational needs of its students. One example is that of Evansville, Indiana. Daniel Snapp states:

In preparing Evansville students for college or training them in the skills required by industry and business, we have revised our curricular offerings each year. New subjects have been added and new emphasis given to instructional areas in response to the needs of our changing times.<sup>9</sup>

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<sup>9</sup>Daniel W. Snapp, "Follow-up of Graduates of 59, " Clearing House, XXXII (December, 1960), 204.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The results of the survey indicate some factors which may be used to draw conclusions and make recommendations. The results of Table 1 indicated the Altamont businessmen find graduates to be best prepared in meeting the public and having a good general background.

The results of Table 2 indicate the school's need for improvement in the areas of mathematics, English, and salesmanship. In the area of mathematics, several businessmen stated, "Graduates, in general, have trouble finding the price of two or five articles if the article sells three for forty seven cents". Spelling was the biggest "cry", of the businessmen, in the area of English, with sentence construction ranking second. While speaking to the businessmen, while making this survey, much interest was found in the possibilities of offering a Distributive Education and a Diversified Occupations program to help alleviate the problem in salesmanship. Altamont High School is too small to support a program of this nature on its own. However, if it could share instructors with neighboring schools, as is done in other areas, the program might be successful.

The employment situation in the Altamont community is stable. It was mentioned that one store had expanded during the writing of this paper. Other business establishments will expand only if business conditions improve.



Altamont High School graduates, in seeking jobs in the community, are going to find the majority of businesses have a training program of their own and have a small variety of jobs for women. In addition, they are going to find many of the better jobs requiring a beginning age of 20 to 21, and few jobs open to persons 16 years of age.

Businessmen not only consider a graduates' education, experience, abilities, and age when hiring, but also qualifications of neatness in appearance and work, dependability, honesty, willingness to learn, courtesy, and ability to get along with others. Even if the graduate excels in the former qualifications but lacks in the latter, he will have difficulty in getting, as well as holding a job.

Fifty-four percent of the older males and 60% of the older females, compared to 71% of the younger males and 80% of the younger female graduates indicated they actually entered or prepared for the job they planned. Either the school is doing a better job of guidance now than it has in the past, or the recent graduates are delusioned.

Table 7 indicated 36% of Altamont's graduates continued their education by attending college. Taking into consideration trade schools and nursing, 45% of the males continued to further their education, compared to 42% of the females.

Clerical type jobs accounted for nearly a quarter of the 64% of the graduates having jobs. Full time housewives, not work-

ing out side the home, accounted for 20% of graduates holding jobs. Farming ranked third, which was not too alarming considering Altamont is primarily a farming community. Full time housewives accounted for 35% of the female job holders.

The majority of graduates were not well prepared for what they did or are doing after graduation. Both sexes modestly admitted they were reasonably prepared.

The largest percentage of graduates advised present students to determine their plans early and choose courses in their chosen field, as well as take education seriously.

Most of the Altamont graduates received no help, from school, in deciding on an occupation. A few stated they received personal guidance from individual teachers.

Former students indicate a great need for vocational guidance throughout high school. In this small, limited community, 70% of the graduates expressed the need for guidance.

The majority of Altamont High School graduates received no help, from the school, in either finding a job or deciding on a school or college for further education or training.

Unanimously, answers showed a desire for future graduates to receive more vocational guidance and continued follow-up aid in establishing their careers.

Clerical courses and home economics were considered most beneficial to female graduates, in courses not required. Male graduates indicated agriculture and shop work as most beneficial,

in courses not required. Graduates continuing their education placed emphasis on English, mathematics, science, history, and language as being most beneficial. Both sexes indicated art as being the least beneficial.

These conclusions lead to the following recommendations. As many of the local businessmen indicated a weakness in mathematics, English, and salesmanship, in Altamont High School graduates, the present faculty and administration should evaluate its curriculum, program, and teaching techniques to determine weaknesses. A further recommendation should be for the school to investigate the possibility of sharing an instructor of Distributive Education and Diversified Occupations, with neighboring schools, to help alleviate the weakness of graduates in salesmanship found by the local businessmen.

The fact that 64% of Altamont's graduates are not going to college points out the recommendation for a strong secondary-school program of terminal nature, including vocational. A need to provide additional opportunities for non-professional or non-degree student programs; and a need for maintaining a balanced curriculum which will serve the needs of youth entering many different walks of life.

In regards to 70% of the graduates acknowledging a great need for vocational guidance, it is recommended the faculty and administration discuss the desperate need for student counseling and take necessary steps in acquiring a full time guidance counselor.

The findings seem to indicate the high school should evaluate the possibility of establishing a placement service, in answer to the desires made by many graduates.

Providing the student with a background of information concerning occupational opportunities is a complex process and this survey has not been able to provide all of this information. Further surveys are recommended to validate this paper and supply future graduates with an up to date picture of the labor market.

APPENDIX I

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Business Establishment Questionnaire

BUSINESS ESTABLISHMENT QUESTIONNAIRE

Name of business: \_\_\_\_\_

Number of people employed: \_\_\_\_\_

Types of jobs offered: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Do you employ any of our graduates? Yes \_\_\_\_\_ No \_\_\_\_\_

In what ways do you find our graduates well prepared for their jobs?

In what ways could we better prepare our graduates?

Do you anticipate any change in your employment situation in the near future which would necessitate either more or fewer employees? (Ex. expansion, changes in product, or handling of product)

Name of business: \_\_\_\_\_

Job: \_\_\_\_\_

Job requirements:

1. Education: \_\_\_\_\_

2. Training: \_\_\_\_\_

3. Experience: \_\_\_\_\_  
(farm etc.) \_\_\_\_\_

4. Sex: Male \_\_\_\_ Female \_\_\_\_ (Preferred \_\_\_\_ Required \_\_\_\_) Either \_\_\_\_

5. Age: Minimum: \_\_\_\_ Maximum: \_\_\_\_

6. Other qualifications (personal or otherwise): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Salary range: \_\_\_\_\_

8. Tenure of job: \_\_\_\_\_

9. Comments:

APPENDIX II

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Cover Letter for  
The Graduate Questionnaire



ALTAMONT COMMUNITY UNIT SCHOOL

DISTRICT 10

ALTAMONT, ILLINOIS

June 3, 1963

Dear Alumnus,

You were selected from the list of our graduates to help us better prepare future students. Would you please complete the enclosed survey and return it this week?

The results of the Alumni survey will be instrumental in improving the educational opportunities for future Altamont students. Please give your frank and unbiased opinion.

We appreciate your prompt help.

Very truly yours,

Loy Simcox  
Survey Coordinator

Clyde Jenkins  
Superintendent

APPENDIX III

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Graduate Questionnaire

ALTAMONT COMMUNITY UNIT SCHOOL GRADUATE OCCUPATION SURVEY

Name \_\_\_\_\_ Year Graduated \_\_\_\_\_

Permanent Address \_\_\_\_\_  
Street City State

Part I - JOBS AND PREPARATION:

What jobs or kinds of jobs have you had since graduation including your present job and military training.

<u>Dates</u>	<u>Jobs</u>
June-Dec. 1958	_____
1959	_____
1960	_____
1961	_____
1962	_____
1963	_____

At the time you graduated, what occupation did you plan to enter?

What occupation do you hope to be in, 5 to 10 years from now?

When did you decide to enter this occupation?

If you plan to change occupations, what don't you like about your present occupation?

What additional educational training have you had since leaving high school? (Include military educational training)

<u>Dates</u>		<u>Kind of Training</u>	<u>Institutions or Agency</u>
<u>Mo.</u>	<u>Yr.</u> - <u>Mo.</u> <u>Yr.</u>		
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What parts of your high school training do you consider to have been most beneficial and least beneficial to you?

(Rate M, most useful; F, fairly useful; L, least useful.)

1. English
2. Mathematics
3. Science
4. History
5. Languages
6. Shop work
7. Commercial training
8. Typing
9. Art
10. Music
11. Physical education
12. Home economics
13. Hygiene
14. Geography
15. Social activities
16. Extracurricular activities
17. Other items (spec.) \_\_\_\_\_

Part II - SCHOOL GUIDANCE PROGRAM:

How well were you prepared for what you did or are doing after graduation from high school?

1. Well prepared
2. Reasonably prepared
3. Not prepared

What suggestions do you have to help future graduates prepare for their occupation?

How much help did you receive, from the school, in deciding on an occupation to prepare for and enter?

1. Great deal
2. Some
3. Very little
4. None

Suggestions for improvement:

How much help did you receive from the school in either finding a job or in deciding on a school or college for further education or training?

1. Great deal
2. Some
3. Very little
4. None

Suggestions for improvement:

Part III - GENERAL COMMENTS:

List here general comments you have on the questionnaire.

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